

# Items for Assessment of Learning Outcomes

## English Class 8



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SECTOR-32 UT CHANDIGARH



## CHAPTER I

### Story: The Best Christmas Present in the World

#### Topic: The roll-top desk, A game of football, Meeting Connie.

#### Learning Objective:

- Locate the aesthetic and historical significance of antiques, co-relate to and give examples of more personalized and local experiences of collection of such items.
- Evaluate consequences of war (death and vocabulary and accurate sentences) destruction), and describe the significance of peace and humanity even during war.
- Perform a role play on why it is necessary to be kind and loving to strangers.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

Tolstoy defines art as an expression of a feeling or experience in such a way that the audience to whom the art is directed can share that feeling or experience. Art does not belong to any particular class of society.

**1. Leo Tolstoy says that art is \_\_\_\_\_.**

- a. An expression
- b. A form
- c. A representation
- d. abstract

**2. Art forms an integral part of the Constitution of India. Which of the following statements is/are correct regarding it?**

- a. Illustrations in the constitution include only one female lead- Rani Laxmi Bai.
- b. The constitution was calligraphed by Nand Lal Bose.
- c. Prem Bihari Raizada worked on the borders of each page.

**Select the correct answer using the code given below:**

- (a) 1 only
- (b) 1 and 2 only
- (c) (c) 3 only
- (d) (d) 1, 2 and 3

**3. Match the following:**

Paintings	State
A. Paitkar	1. Bihar
B. Pattachittra	2. Jharkhand
C. Madhubani	3. Odisha

**Select the correct answer using the code given:**

	A	B	C
a.	3	2	1
b.	2	1	3
c.	2	3	1
d.	1	3	2

**ANSWERS: 1. (a)      2. (a)      3. (c)**

## Topic: Grammar

### Learning Objective:

- Describe various nouns using different adjectives. improve their vocabulary through practice of exercises given in the text.
- Demonstrate the proper use of verb forms and phrasal verbs, and apply it to the given exercises.
- Speak using grammatically correct forms on whether wars are a good way to end conflicts between countries.

### Learning Outcome:

- Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.

### QUESTIONS:

Read the following sentence.

1. **I took out a small black tin box.** The phrase in italics is a ..... phrase.

- a. Adverbial phrase
- b. Noun phrase
- c. Adjectival phrase
- d. None

2. **Today is the first day of the school.** The parents are excited but their children \_\_\_\_\_.

- a. are excited
- b. are most excited
- c. are exciteder.
- d. are more excited

3. Identify the correct indirect form of the given sentence.

David said to Anna, "**Mona will leave for her native place tomorrow.**"

- a. David told Anna that Mona will leave for her native place tomorrow.
- b. David told Anna that Mona left for her native place the next day.
- c. David told Anna that Mona would be leaving for her native place tomorrow.
- d. David told Anna that Mona would leave for her native place the next day.

4. What type of clause is written in blue?

Is it true that she is the tallest girl in the class?

- a. Adverbial
- b. Adjectival
- c. Noun
- d. None

**ANSWERS: 1. (b)      2. (d)      3. (b)      4. (b)**

## Topic: Writing and Comprehension Check

### Learning Objective:

- Write a diary entry and an informal letter to express feelings based on their reading of the story.
- Design and write a story based on the outlines/ hints given in the text.
- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

**Read the following letter and answer the questions that follow.**

E-10 Gagan Housing Society  
Preet Vihar, Delhi  
May 23, 2019

Dear Rajnesh

Hello! I was deeply shocked to learn about your accident. It was indeed unfortunate that your car was hit by a speeding bus. Thank God, you have not suffered any serious injuries except for a minor sprain. However, the shock must have been too much for you. I hope you will take adequate rest and not strain yourself till you have recovered completely. I wish you a speedy recovery.

Your friend

Narender

**1. To whom has this letter been written?**

- a. Narender
- b. Rajnesh
- c. Manju
- d. Divya

**2. What is the synonym of the word 'adequate'.**

- a. insufficient
- b. inadequate
- c. proper
- d. unequal

**3. To which city will this letter be posted?**

- a. Mumbai
- b. Sonipat
- c. Delhi
- d. Jind

**ANSWERS: 1. (b)      2. (c)      3. (c)**

## CHAPTER I

### Poem: The Ant and the Cricket

#### Topic: The Fable, The Cricket; The Ant, The Ant and the Cricket as a Fable

#### Learning Objective:

- Recognize and classify the genre of a fable (short stories, usually with animals as characters, conveying a moral), recall and discuss familiar fables, and relate fables to real life experiences.
- Infer, deduce and analyse qualities of characters, such as the cricket as being too lazy to work for himself and then too scared of dying of hunger; the ant's attitude towards work and motto of never borrowing or lending.
- Categorize the poem as a fable and describe its entire theme and moral.

#### Learning Outcome:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

#### QUESTIONS:

#### Read the text given below:

A fable is a story often with animals as characters that conveys a moral. This poem about an ant and a cricket contains an idea of far-reaching significance, which is as true of a four-legged cricket as of a two-legged one. Surely, you have seen a cricket that has two legs, one stomach and that listens with ears! But this poem gives us a peep of an insect with two stomach and that listens with legs.

- 1. How does a Cricket (an insect) listen?**
  - a. With ears
  - b. With eyes
  - c. With legs
  - d. None of the above.
- 2. Which insect has two stomach?**
  - a. Ant
  - b. Fly
  - c. Honeybee
  - d. Grasshopper
- 3. Which among the stated is not a fable.**
  - a. The Fox & the Grapes
  - b. Sleeping Beauty
  - c. The Lion & the Mouse
  - d. The Two Goats

**ANSWERS: 1. (c)      2. (a)      3. (b)**

## Topic: Poetry Recitation, Speaking

### Learning Objective:

- Recite the poem with proper pronunciation and desired effect.
- Debate on whether it is correct to stick to one's principles even when someone's life depends on it.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

#### Read the following text of the poem with proper pronunciation:

A silly young cricket, accustomed to sing  
Through the warm, sunny months of gay summer and spring,  
Began to complain when he found that, at home,  
His cupboard was empty, and winter was come.

#### 1. The two qualities of the Cricket described here are:

- a. foolish and a singer
- b. wise and a singer
- c. foolish and a writer
- d. intelligent and a speaker.

#### 2. The weather in the poem is:

- a. warm and gay
- b. cold and dry
- c. rainy and stormy
- d. hot and sunny.

#### 3. 'Accustomed to' means:

- a. happy
- b. unhappy
- c. used to
- d. irritated.

**ANSWERS: 1. (c)**

**2. (b)**

**3. (c)**

## Topic: Understanding poetic devices

### Learning Objective:

- Identify and classify poetic devices found in the poem like alliteration, anaphora, personification, antithesis, metaphor etc., and use them appropriately.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

**1. What poetic device does the blue word signify.**

Our feet squished in the mud.

- a. Metaphor
- b. Similie
- c. Alliteration
- d. Onomatopoeia

**2. What two things are being compared in the following simile.**

**Sylvia's new lotion made her face as smooth as baby skin.**

- a. Sylvia's face and baby skin.
- b. Lotion and Sylvia's face.
- c. Sylvia and her face.
- d. Sylvia and smooth

**3. Which word is an example of anaphora among the following.**

**Every man, every woman, every child should be loved.**

- a. Every
- b. Man
- c. Child
- d. Woman

**ANSWERS: 1. (d)      2. (a)      3. (a)**



## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

Horse is a useful animal. Man tamed horses in earlier times. Horses are used for farm work and transportation. Horses are found in every country of the world except the continent of Antarctica.

A baby horse called a foal'. Pony is a small adult horse which is shorter than 56 inches of height. Horses are vegetarian; and are herbivores; mostly eat grass. Domesticated horses are fed with barley and hey. All horses have four speeds which are called gaits. They can walk at a slow speeds, trot at little faster speed; canter which is faster than trot, or gallop at their fastest speed.

#### 1. What is the increasing order of speed of a horse.

- a. Walk, canter, trot, gallop
- b. Walk, trot, canter, gallop
- c. Gallop, walk, trot, canter
- d. Trot, gallop, walk, canter

#### 2. Where are horses not found?

- a. Asia
- b. Africa
- c. Australia
- d. Antarctica

#### 3. The diet of a horse is-----

- a. Herbivorous
- b. Carnivorous
- c. Univorous
- d. Omnivorous

ANSWERS: 1. (b)

2. (d)

3. (a)

## CHAPTER II

### Story: The Tsunami

**Topic: Andaman and Nicobar Islands, Tilly Smith, How the animals survived.**

#### Learning Objective:

- Study and assess the impact of natural calamities (destruction, loss of life and property). Use the internet, library and other sources to gather information about the tsunami and its after effects.
- Evaluate qualities of a character - courage, care and compassion - and the theme of a story.
- Determine how giant waves killed thousands of people and yet the animals survived.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

##### Read the text and answer the questions:

A tsunami is a series of waves in a water body caused by the displacement of a large volume of water to depth over deep water, where ships are unable to feel their passage. About 80% of tsunamis occur in the Pacific Ocean, but they are possible level above the normal tidal level at the time of occurrence of the tsunami.

- 1. Where do 80% of the Tsunami's happen?**
  - a. Pacific Ocean's "Ring of Fire."
  - b. Indian Ocean
  - c. Arabian Sea
  - d. Arctic Ocean
- 2. Which of the following is not a natural calamity.**
  - a. Earthquake
  - b. Bomblast
  - c. Tsunami
  - d. Drought
- 3. How do animals survive giant waves whereas humans can't.**
  - a. Infrasonic sounds
  - b. Musical sounds
  - c. Wind
  - d. Harbour sounds

**ANSWERS: 1. (a)      2. (b)      3. (a)**

## Topic: Narrating

### Learning Objective:

- Discuss and share similar stories of courage, survival and resilience; verbalize the importance and value of gratitude for the life we live.

### Learning Outcome:

- Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.

### QUESTIONS:

#### Read the text and infer the answers:

The war took place between May and July of 1999 in Jammu and Kashmir's Kargil district. The conflict is believed to have been orchestrated by the then Pakistan army chief General Pervez Musharraf without the knowledge of the then Pakistan Prime Minister Nawaz Sharif. It began with the infiltration of both Pakistani troops and terrorists into Indian territory. The infiltrators positioned themselves in key locations that gave them a strategic advantage during the start of the conflict. Based on information from local shepherds, the Indian Army was able to ascertain the points of incursion and launch "Operation Vijay". **Gunjan** is the first woman to receive the Shaurya Vir Award from the Army. ... When **Gunjan** joined the Srinagar base, the **war** was on its onset and its magnitude was yet unknown.

**1. Who among the following lieutenants displayed courage and bravery at Kargil.**

- a. Gunjan Saxena
- b. Avani Chaturvedi
- c. Bhawana Kanth
- d. Mohana Singh

**2. Which is the highest award for bravery?**

- a. The Bharat Award
- b. Param Vir Chakra
- c. Bharat Ratna
- d. Padma Awards

**3. Who gives the National Award for Bravery every year.**

- a. Indian Council for Child Welfare
- b. World Health Organisation
- c. UNESCO
- d. UNICEF

**ANSWERS: 1. (a)      2. (b)      3. (a)**

## Topic: Writing

### Learning Objective:

- Use internet, library and other sources to understand better the concept of disaster management and relief work and share ideas on it.
- Research online and then write a diary entry as a volunteer for relief work, distributing food, water and medicine to the victims. pen down the thoughts and fortitude of the survivors in the form of a diary entry.

### Learning Outcome:

- Prepares a write up after seeking information in print /online, notice board, newspaper, etc.

### QUESTIONS:

- 1. A disease that becomes unusually widespread and even global in its reach is referred to as:**
  - a. Epidemic
  - b. Pandemic
  - c. Spanish flu
  - d. Hyperendemic
- 2. In India National Institute of Disaster Management is located at:**
  - a. Manipur
  - b. Punjab
  - c. Hyderabad
  - d. New Delhi
- 3 The Richter scale expresses earthquakes.**
  - a. Magnitude
  - b. Location
  - c. Duration
  - d. Depth

**ANSWERS: 1. (b)      2. (d)      3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

I build walls Walls that protect,  
Walls that shield,  
Walls that say I shall not yield or reveal  
Who I am and how I feel.  
I build walls Walls that hide,  
Walls that cover what's inside,  
Walls that stare or smile or look away,  
Silent flies,  
Walls that even block my eyes  
From the tears I might have cried.  
Then I build walls away,  
Walls that never let me  
Truly touch Those I love so very much.  
Walls that need to fall!  
Walls mean to be fortresses  
Are prisons after all.

**1. What are the walls in the poem made of?**

- a. Blood and flesh
- b. Hidden feelings and thoughts
- c. Bricks or any physical material
- d. Cement and tiles

**2. The poet uses "Walls" as a:**

- a. metaphor
- b. alliteration
- c. simile
- d. Personification

**3. Walls built to protect us ultimately turn into a prison. It is an example of a:**

- a. puzzle
- b. riddle
- c. satire
- d. paradox

**ANSWERS: 1. (b) 2. (d) 3. (d)**

## CHAPTER II

### Poem: Geography Lesson

**Topic: Theme of the poem, seeing the city from a height, No Reason to hate or kill.**

#### Learning Objective:

- Read the poem and evaluate its central idea that the poet finds the earth as one, but the people living on this earth are divided for selfish reasons of their own.
- Contrast and appraise how a city appears from different perspectives – how it looks planned when the jet is in the sky, and compare with how it appears unplanned from the ground.
- Understand the geographical importance of having cities near rivers.
- Locate/ conclude the message of one world, one people after reading and understanding the poem, and extrapolate on the importance of peace between countries.

#### Learning Outcome:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

#### QUESTIONS:

**On the basis of your understanding of the text answer the questions:**

When the jet sprang into the sky, it was clear why the city had developed the way it had, seeing it scaled six inches to the mile. There seemed an inevitability about what on ground had looked haphazard, unplanned and without style. When the jet sprang into the sky. When the jet reached ten thousand feet, it was clear why the country, had cities where the rivers ran and why the valleys were populated. The logic of geography-t that land and water attracted man was clearly delineated When the jet reached ten Thousand feet.

**1. “There seemed inevitability about what on ground had looked haphazard”. What do you mean by the word “haphazard”?**

- a. That cannot be avoided
- b. That can be avoided
- c. Without plan or order
- d. With plan or order

**2. The earth has more \_\_\_\_\_ than \_\_\_\_\_.**

- a. Land, sea
- b. Water, forest
- c. Life, land
- d. Sea, land

**3. What was the “logic of geography”?**

- a. Land and water attracted man
- b. Why valleys were populated
- c. Why cities ran along the river
- d. How cities are developed

**ANSWERS: 1. (c)      2. (a)      3. (a)**

## Topic: Poetry Recitation and Speaking

### Learning Objective:

- Memorize and recite the poem with proper pronunciation and intonation.
- Discuss the disastrous effects of wars.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

#### Read the text given below:

When the jet sprang into the sky,  
it was clear why the city had developed the way it had,  
seeing it scaled six inches to the mile.

#### 1. The word 'scaled' in the passage means:

- a. measured
- b. spotted
- c. climbed
- d. like a scale.

#### 2. The valleys are populated because:

- a. the climate is good
- b. people love the hills
- c. the life is safe there
- d. the water is easily available.

#### 3. The noun form of 'difficult' is:

- a. difference
- b. diffident
- c. diffract
- d. difficulty

**ANSWERS: 1. (a)      2. (d)      3. (d)**

## Topic: Understanding poetic devices

### Learning Objective:

- Identify and classify poetic devices like metaphor, alliteration found in the poem, and demonstrate ability to use them effectively in other contexts.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

**1. The newly discovered diary was a light shining out of the past.**

- a. It brought back memories.
- b. It was bright and shiny.
- c. It was hard to look at.
- d. None

**2. When it comes to running, Joan is a deer.**

- a. Likes the woods.
- b. Runs quickly
- c. Slowly
- d. None

**3. The laughter was a wave that swept across the large room.**

- a. Spread to everybody.
- b. was loud and noisy.
- c. was wet and spalsy
- d. None

**ANSWERS: 1. (a)      2. (b)      3. (b)**



## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

Next to water, tea is the most commonly consumed beverage in the world. This is good news because tea offers important health benefits. Its benefits were first discovered by the Chinese Emperor Shen Nung who declared that it gave one vigour of body, contentment of mind and determination of purpose. Today there is ample proof that tea in its many forms possesses a number of health benefits from supporting the immune, system to reducing the risk of cancer, to helping prevent tooth decay.

What makes tea such a healthy drink? The star compounds are called catechins. Those are antioxidants, that help prevent cell damage by harmful molecules called free radicals.

Tea can be black, green and red and is derived from a warm-weather evergreen tree known as *Camelia Sinensis*. The more processing, tea leaves undergo, the darker they become. Green tea is the least processed tea. It is simply steamed quickly and offers the maximum healing powers because it isn't fermented. It also helps prevent tooth decay and aids weight loss.

#### 1. Who discovered the benefits of Tea?

- a. Emperor Shen Nung
- b. Emperor Wangho
- c. Emperor Sheen Wiga
- d. None

#### 2. Why does Tea turn out to be a healthy drink?

- a. Due to Free radicals
- b. Due to Catechins
- c. Due to Fermentation
- d. Due to Decay

#### 3. The word in the passage which means the same as 'helps':

- a. Aids
- b. Loss
- c. Undergo
- d. Processed

**ANSWERS: 1. (a)      2. (b)      3. (a)**

## CHAPTER III

### Story: Glimpses of the Past

#### Topic: The Company's conquests and the British Rule, Ram Mohan Roy, The Sparks, Revolt and The Fight for Freedom

##### Learning Objective:

- Use internet, library and other resources to familiarise themselves with the theme of the chapter which is based on Indian history. Discuss and describe their research and share knowledge of history of British rule.
- Analyse and summarize the role that blind beliefs and sentences) superstitions played in framing the history of India. Contrast with beliefs and superstitions still prevalent 515 in India. Recognize key figure like Ram Mohan Roy and his contribution to Indian society.
- Locate the main idea, sequence of events and co- relate ideas, themes and issues. Justify the value of freedom and the responsibility that comes with freedom.

##### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences.

#### QUESTIONS:

**1. Which of the following did Gandhi use to fight British Rule.**

- a. Violent demonstrations
- b. Passive resistance
- c. Pressure from the United Nations
- d. Armed Resistance

**2. World War I is also known as:**

- a. The war of Verdun
- b. The Kaiser's War
- c. The Jiffre's War
- d. The war to end all wars

**3. Who among the following influence British to come to India?**

- a. Portuguese
- b. Dutch
- c. Danes
- d. French

**4. In which place in India, British started Dual system of Government?**

- a. Madras
- b. Bengal
- c. Bombay
- d. Pondicherry

**5. Who convinced the British in 1829 to outlaw Sati?**

- a. Raja Ram Mohan Roy
- b. Swami Dayananda Saraswati
- c. Lokmanya Tilak
- d. Bhagat Singh

**ANSWERS:      1. (b)      2. (d)      3. (c)      4. (b)      5. (a)**

## **Topic: Oppression and Dissatisfaction**

### **Learning Objective:**

- Locate the main idea, sequence of events and co- relate ideas, themes and issues.

### **Learning Outcome:**

- Locate the main idea, sequence of events and co- relate ideas, themes and issues.

### **QUESTIONS:**

- 1. The story 'Glimpses of the Past' gives the history of our country from ..... to .....**
  - a. 1757-1777
  - b. 1757- 1857
  - c. 1857- 1957
  - d. 1807- 1857
  
- 2. Who was extending its power in 18<sup>th</sup> Century India.**
  - a. East India Company
  - b. British East India Company.
  - c. Indian National Congress
  - d. None
  
- 3. Who was the great ruler of Mysore?**
  - a. Dayanand Saraswati
  - b.
  - c. Bahadur Shah
  - d. Tipu
  - e. Raja Ram Mohan Roy

**ANSWERS: 1. (b)      2. (b)      3. (c)**

## Topic: Speaking

### Learning Objective:

- Speaking - present a speech on Raja Ram Mohan Roy, based on the events given in the text.
- Speaking – play act the role of farmers who have grievances against the policies of the government.
- Speaking – engage in a group discussion on the significance of how history frames the background of the present using various examples from the past.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

Raja Ram Mohan Roy was a well-educated man from Bengal and the founder of Brahma Samaj. He assisted David Hare in setting Hindu college and maintained English school at Calcutta at his own cost. He was one of the first to realise that there was something wrong with our country. He was of the belief that Indians must not consider themselves inferior or look down upon themselves. He believed that our ancient culture was great and the people were destined for greater achievements. According to him, the first step was to change the society by abandoning the prevailing superstitions. It was the root cause of all the problems.

Once, while having a conversation with his wife, he told her “Cows are of different colours but the colour of their milk is the same.” This means that different teachers might have different opinions but the essence of each religion is the same. He was given the title ‘Raja’ by the Mughals.

He was inquisitive to know what made the Britishers so powerful, so he crossed the seas and travelled to England. There, he is known to tell Britishers that “we” as a nation, accept their rule. He added that they must accept Indians as subjects and not forget their responsibility and duty towards their subjects. Raja Ram Mohan Roy is known for his efforts to abolish the practice of Sati and child marriage.

**1. Raja Rammohan Roy's contribution to education are:**

- I. Assisted David Hare in setting Hindu college.
  - II. English school at Calcutta was maintained at his own cost
  - III. Established Vedanta College which taught only western social and physical sciences
- a. Only III
  - b. Both II and III
  - c. Only I and II
  - d. All the above

**2. Raja Ram Mohan Roy was given the title 'Raja' by the.....**

- a. Mughals
- b. British
- c. French
- d. Dutch

**3. Raja Ram Mohan Roy was the founder of the.....**

- a. Brahma Samaj
- b. Arya Samaj
- c. Ramakrishna Mission
- d. Theosophical society

**ANSWERS: 1. (c)      2. (a)      3. (a)**

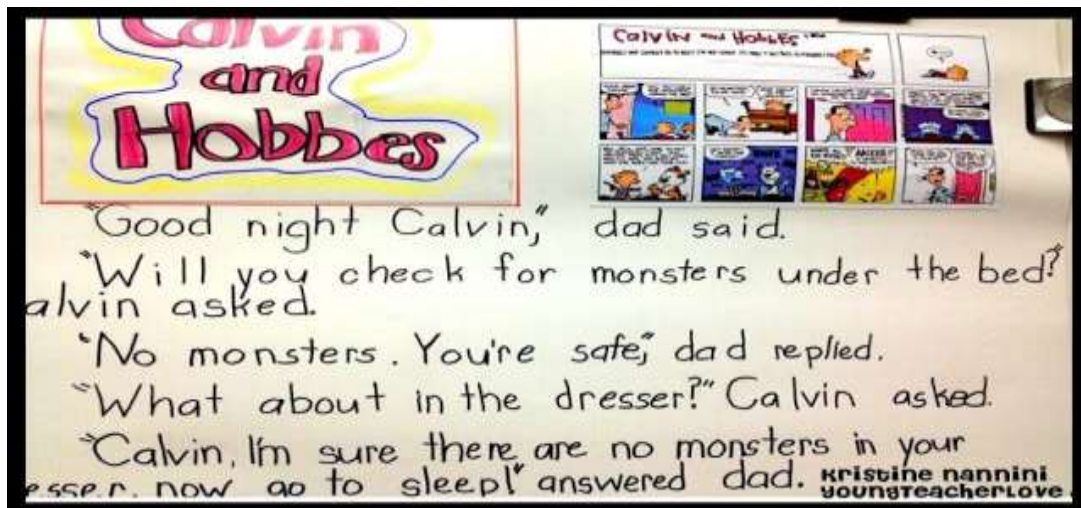
## Topic: Writing

### Learning Objective:

- Writing - compose and construct a dialogue by rewriting speech bubbles.
- Translate illustrative genre like a comic strip into dialogue form. demonstrate grasp of reported speech concepts by using them to frame dialogues using the comic strip of the text as reference.

### Learning Outcome:

- Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising in order to demonstrate critical thinking, creativity and editorial skills.



### QUESTIONS:

- 1. Who are the two people engaged in conversation?**
  - a. Father and Son
  - b. Mother and Son
  - c. Mother and daughter
  - d. Father and Daughter
- 2. What are they looking for?**
  - a. Monsters
  - b. Fairies
  - c. Cat
  - d. Donald
- 3. It is what time of the day?**
  - a. Morning
  - b. Afternoon
  - c. Evening
  - d. Night

**ANSWERS: 1. (a) 2. (a) 3. (d)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the passage and answer the questions that follow.

I was the kid who sat on the sidelines and watched others having a good time splashing about in the sea, wishing I could swim. Eventually, I learned how to, the hard way. My brothers threw me into the water. As I floundered and nearly drowned, it didn't occur to me then that my brothers had taught me two important skills: survival and independence. These skills were gifts that I relied on numerous times over as an adult. As a child, I was game for anything.

Nothing fascinated me more than the chance to try something new. If nothing else, my curiosity was fuelled by the desire to test my limits. I was sixteen when I climbed my first mountain. It was Gunung Ledang in Johor, Malaysia, in 1980. It was a horrible experience. I found the heat and thickness of the jungle overwhelming. The night spent on the summit was cold and lonely. As I lay in my tent, with my knees curled to my chin, I vowed that I would never climb another mountain.

And yet, ironically, I was one of the two climbers from the first Singapore Mount Everest Expedition who summited Mount Everest in May 1998.

### QUESTIONS:

#### 1. Why did the writer consider his childhood average?

- a. He learnt to swim the same way as everyone else.
- b. He played hide-and-seek near his house for many hours.
- c. He enjoyed watching other kids swim rather than joining them.
- d. He did not do anything that showed he would achieve great success in the future.



**2. Why did the writer say that ‘the ability to swim comes almost naturally to any kid growing up in Port Dickson (paragraph 2)?**

- a. Port Dickson is located near the sea.
- b. The kids are thrown into the sea in order to learn swimming.
- c. Every kid enjoys playing near the boats moored in Port Dickson.
- d. Every kid learns to swim eventually if he wants to join the others in the water.

**3. What made the writer vow never to climb again after his Gunung Ledang trip?**

- a. He wanted to try something new besides climbing a mountain.
- b. He had spent a miserable time climbing to the top of the mountain.
- c. He disliked trekking through thick jungle and having to sleep in the open.
- d. He had tested his limits and was satisfied that he had climbed Gunung Ledang.

**ANSWERS: 1. (d)      2. (a)      3. (b)**

## CHAPTER III

### Poem: Macavity: The Mystery Cat

**Topic: About the poem and the poet, Macavity's Appearance, The Perfect Mystery Cat**

#### Learning Objective:

- Identify the origin of the poem (that Macavity is a character of the poet's book 'old possum's book of practical cats'; the poet, T.S. Eliot's love for cats etc) and locate the poet's intention (to express his admiration for Sherlock Holmes).
- Develop vocabulary, describe the character of Macavity, and justify descriptive terms used for the cat like feline, highly domed head, feline, monster of depravity etc.
- Assess and evaluate the quality of mystery given to the cat through terms like 'the hidden paw' and 'the master criminal' and how the cat manages to outwit anyone trying to catch him.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

##### Read the text and answer the questions:

Macavity's a Mystery Cat: he's called the Hidden Paw—  
For he's the master criminal who can defy the Law.  
He's the bafflement of Scotland Yard, the Flying Squad's despair:  
For when they reach the scene of crime—Macavity's not there!

Macavity, Macavity, there's no one like Macavity,  
He's broken every human law, he breaks the law of gravity.  
His powers of levitation would make a fakir stare,  
And when you reach the scene of crime—Macavity's not there!  
You may seek him in the basement, you may look up in the air—  
But I tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin;  
You would know him if you saw him, for his eyes are sunken in.  
His brow is deeply lined with thought, his head is highly domed;  
His coat is dusty from neglect, his whiskers are uncombed.  
He sways his head from side to side, with movements like a snake;  
And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,  
For he's a fiend in feline shape, a monster of depravity.  
You may meet him in a by-street, you may see him in the square—

But when a crime's discovered, then Macavity's not there!  
He's outwardly respectable. (They say he cheats at cards.)  
And his footprints are not found in any file of Scotland Yard's  
And when the larder's looted, or the jewel-case is rifled,  
Or when the milk is missing, or another Peke's been stifled,  
Or the greenhouse glass is broken, and the trellis past repair  
Ay, there's the wonder of the thing! Macavity's not there!

And when the Foreign Office find a Treaty's gone astray,  
Or the Admiralty lose some plans and drawings by the way,  
There may be a scrap of paper in the hall or on the stair—  
But it's useless to investigate—Macavity's not there!  
And when the loss has been disclosed, the Secret Service say:  
It must have been Macavity!'—but he's a mile away.  
You'll be sure to find him resting, or a-licking of his thumb;  
Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,  
There never was a Cat of such deceitfulness and suavity.  
He always has an alibi, and one or two to spare:  
At whatever time the deed took place—MACAVITY WASN'T THERE !  
And they say that all the Cats whose wicked deeds are widely known  
(I might mention Mungojerrie, I might mention Griddlebone)  
Are nothing more than agents for the Cat who all the time  
Just controls their operations: the Napoleon of Crime!

1. **In Old Possum's Book of Practical Cats, who is "the master criminal who can defy the Law"?**
  - a. Macavity
  - b. Growltiger
  - c. Bustopher Jones
  - d. Skimbleshanks
  
2. **What does the TS stand for?**
  - a. Tom Senior
  - b. Tarquin Sutton
  - c. Thomas Stearns
  - d. Thomas Sigismund
  
3. **Mungojerrie and Griddlebone are also .....**
  - a. Dogs
  - b. Monkeys
  - c. Cats
  - d. None

**ANSWERS: 1. (a)      2. (c)      3. (c)**

## Topic: Poetry Recitation

### Learning Objective:

- Read, memorize and recite the poem with correct pronunciation and intonation.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

**On the basis of your reading and understanding of the text given below, answer the following questions:**

Macavity's a Mystery Cat: he's called the Hidden Paw—  
For he's the master criminal who can defy the Law.  
He's the bafflement of Scotland Yard, the Flying Squad's despair:  
For when they reach the scene of crime—Macavity's not there!

**1. The adjective from the word mystery is**

- a. mysterious
- b. mystic
- c. mystify
- d. mysticism.

Macavity, Macavity, there's no one like Macavity,  
For he's a fiend in feline shape, a monster of depravity.  
You may meet him in a by-street, you may see him in the square—  
But when a crime's discovered, then Macavity's not there!

**2. Give the meaning of 'fiend':**

- a. Friend
- b. Enemy
- c. Devil
- d. Destroyer

**3. Whose despair is Macavity?**

- a. Scotland Yard
- b. Fly squad
- c. Baker's Yard
- d. Poet

Macavity's a Mystery Cat: he's called the Hidden Paw—  
For he's the master criminal who can defy the Law.  
He's the bafflement of Scotland Yard, the Flying Squad's despair:  
For when they reach the scene of crime—Macavity's not there!

**4. What is the meaning of 'bafflement'?**

- a. Feeling easy
- b. Feeling uneasy
- c. Feeling good
- d. Hopeless

**ANSWERS: 1. (a)      2. (c)      3. (c)      4. (b)**

## Topic: Understanding poetic devices

### Learning Objective:

- Identify and classify poetic devices like personification, metaphor, hyperbole, etc., explain their usage (e.g. – how the actions of cat are personified etc), and use such devices in other contexts.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

**1. What two words are being compared in the following sentence?**

**The Cat's fur was a blanket of warmth.**

- a. Cat and Blanket
- b. Fur and Warmth
- c. Fur and Blanket
- d. None

**2. What is being personified in "Time grabs you with the wrist?"**

- a. Wrist
- b. Time
- c. You
- d. None

**3. Which of the following sentences doesn't have hyperbole?**

- a. That car is as fast as the speed of lightning.
- b. Her smile was a mile wide!
- c. Molly works her fingers to her bones!
- d. My Dog barked angrily at the mailman.

**ANSWERS: 1. (c)      2. (b)      3. (d)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to infer answers to questions based on the text frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

Economists have long recognized a persistent and unfounded belief among the population which has come to be known as the anti-foreign bias. As a result of this bias, most people systematically underestimate the economic benefits of interactions with foreign nations. Some psychologists believe that this bias is rooted in a natural distrust of the “other,” while others believe that a form of folk wisdom, seemingly in accord with common sense but nonetheless incorrect, explains the bias.

This wisdom asserts that in any transaction there is a winner and a loser and any foreign nation that wants to engage in trade must be doing so because it seeks its own advantage. But nothing could be further from truth. No less an authority than Adam Smith, one of the fathers of the modern free market system, spoke glowingly of foreign trade in his influential treatise *Wealth of Nations*. “What is prudence in the conduct of every private family, can scarce be folly in a great kingdom,” said Smith.

His point is simple. A baker trades his bread to the cobbler for shoes and both men benefit from the trade because of the value of specialization. The same principle works for nations. Even more startling, a basic economic theorem, the Law of Comparative Advantage, states that mutually beneficial trade is possible even if one nation is less productive than the other.

Suppose a citizen of Country X can produce either 10 computers or five bushels of wheat and a citizen of Country Y can produce either three computers or two bushels of wheat. If one citizen from Country X switches from producing wheat to computers and three citizens from Country Y switch from producing computers to wheat, there is a net gain of one computer and one bushel of wheat.

## QUESTIONS:

- 1. The passage is primarily concerned with which of the following?**
  - a. Arguing for an increase in trade with foreign nations.
  - b. Providing a historical context for a long-standing belief.
  - c. Demonstrating the fallacy of a particular way of thinking.
  - d. Illustrating an economic principle through an example.
  
- 2. The author most likely mentions the “baker” and the “cobbler” in order to:**
  - a. provide a concrete illustration of an economic principle
  - b. discuss the types of goods available during Adam Smith’s time
  - c. evaluate an example used in Smith’s *Wealth of Nations*
  - d. show that all trade is based on specialization
  
- 3. As it is described in the passage, which of the following most closely resembles “folk wisdom?”**
  - a. A farmer decides that it is going to rain after scanning the sky for dark clouds.
  - b. A child asks his parents why the sky is blue and the parents reply
  - c. A person spends 10 dollars on lottery tickets every week because he believes that
  - d. A mother tells her child to put on a jacket so he won’t catch cold, even though colds are caused by viruses.

**ANSWERS: 1. (c)      2. (c)      3. (d)**



## CHAPTER IV

### Story: Bepin Choudhury's Lapse of Memory

**Topic: A shock for Bepin Choudhury, Chunilal - a friend or a foe?,  
Realising the truth**

#### Learning Objective:

- Discuss the chain of events leading to the realisation that Bepin Babu has forgotten some part of his past.
- Share similar stories of lapses in memory and relate to the chapter.
- Identify and assess Chunilal's role in the story and how he persuades Bepin Babu to visit Ranchi.
- Deduce and analyse the theme of the lesson - always help a friend in need.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

**Answer the questions on the basis of the given text:**

“What are you saying, Mr Choudhury? You had a fall in Hudroo and cut your right knee. I brought you iodine. I had fixed up a car for you to go to Netarhat the next day, but you couldn't because of the pain in the knee. Can't you recall anything? Someone else you know was also in Ranchi at that time.

**1. Hudroo falls are in:**

- a. Kolkata
- b. Mumbai
- c. Ranchi
- d. Delhi.

**2. What is the disease relate to lapse of memory called:**

- a. Amnesia
- b. Dyslexia
- c. Both
- d. None

**3. What was Bepin Babu's routine?**

- a. To go out for a walk
- b. To exercise
- c. To collect novels for a week
- d. None

**Read the extract.**

One evening I had tea with you in a veranda of your bungalow. You spoke about your family. You said you had no children, and that you had lost your wife ten years ago. Your only brother had died insane, which is why you didn't want to visit the mental hospital in Ranchi.." When Bepin Babu had paid for the books and was leaving the shop, the man was still looking at him in utter disbelief.

**4. Who was Bepin Babu's friend referred to here.**

- a. Chunni Lal
- b. The Doctor
- c. Sitaram
- d. None

**ANSWERS: 1. (c)      2. (a)      3. (c)      4. (a)**

## Topic: Comprehending facts through reading and inference

### Learning Objective:

- Compare, think critically and relate the idea of not being able to recall someone or something in real life situations.
- Start framing the sequence of events and identify the main idea of where the lapse of memory began.
- Draw out the sequence leading to the final conclusion.

### Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.

### QUESTIONS:

Just before lunch Bepin Babu decided to ring up Dinesh Mukerji. It was better to settle the question over the phone; at least the embarrassment on his face wouldn't show.

**1. The word 'embarrassment' in the given passage means the same as:**

- a. nervousness
- b. surprise
- c. anger
- d. peace

**2. Who is the author of the story "Bepin Choudhury's Lapse of Memory"?**

- a. Satyajit Ray
- b. SD
- c. Paulo Coelho
- d. Dan Brown

**Read the text and answer the questions:**

I don't suppose you recognise me." "Have we met before?" asked Bepin Babu. The man looked greatly surprised. "We met every day for a whole week. I arranged for a car to take you to the Hudroo falls.

**3. Who remembered about Bepin Babu's trip to Ranchi?**

- a. Dinesh Mukerji
- b. Bepin Choudhury
- c. Chuni Lal
- d. Both A and C

**ANSWERS: 1. (a)      2. (a)      3. (d)**

## Topic: Comprehension Check

### Learning Objective:

- Writing - write a letter of contrition for not having helped at the time of need.
- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

**Read the character Sketch of Satyajit Ray and answer the questions that follow.**

Satyajit Ray, an Indian filmmaker and among the dozen or so great masters of world cinema, is known for his humanistic approach to cinema. He made his films in Bengali, a language spoken in the eastern state of India - West Bengal. And yet, his films are of universal interest. They are about things that make up the human race - relationships, emotions, struggle, conflicts, joys and sorrows. Satyajit Ray, the master storyteller, has left a cinematic heritage that belongs as much to India as to the world. His films demonstrate a remarkable humanism, elaborate observation and subtle handling of characters and situations. The cinema of Satyajit Ray is a rare blend of intellect and emotions. He is controlled, precise, meticulous, and yet, evokes deep emotional response from the audience. His films depict a fine sensitivity without using melodrama or dramatic excesses. He evolved a cinematic style that is almost invisible. He strongly believed - "The best technique is the one that's not noticeable".

Though initially inspired by the neo-realist tradition, his cinema belongs not to a specific category or style but a timeless meta-genre of a style of storytelling that touches the audience in some way. His films belong to a meta-genre that includes the works of Akira Kurosawa, Alfred Hitchcock, Charles Chaplin, David Lean, Federico Fellini, Fritz Lang, John Ford, Ingmar Bergman, Jean Renoir, Luis Bunuel, Yasujiro Ozu, Ritwik Ghatak and Robert Bresson. All very different in style and content, and yet creators of cinema that is timeless and universal.

**1. Who was Satyajit Ray**

- a. Indian Filmmaker
- b. Architect
- c. Mason
- d. Actor

**2. What do his films demonstrate.**

- a. Humour
- b. Humanism
- c. Tragedy
- d. Romanticism

**3. Satyajit Ray was inspired by:**

- a. Marxism
- b. Neo-realist tradition
- c. Structuralism
- d. None

**ANSWERS: 1. (a)      2. (b)      3. (b)**

## CHAPTER IV

### Poem: The Last Bargain

**Topic: About the poem and the poet, Meeting the king, the old man and the fair maid, Meeting the child**

#### Learning Objective:

- Read the poem. Analyse the title of the poem (how a child offering nothing can be the bargain that makes the speaker a free man).
- Locate and identify the sequence of events which lead the speaker to the child in the end
- Evaluate theme/ message of the poem that power, money and beautiful things cannot win us happiness; justify how innocence and simplicity is the key to happiness.

#### Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.

#### QUESTIONS:

##### Read the text and answer the questions:

"Come and hire me," I cried, while in the morning  
I was walking on the stone-paved road.  
Sword in hand, the King came in his chariot.  
He held my hand and said, "I will hire you with my power."  
But his power counted for nought, and he went away in his chariot.

In the heat of the midday the houses stood with shut doors.  
I wandered along the crooked lane.  
An old man came out with his bag of gold.  
He pondered and said, "I will hire you with my money."  
He weighed his coins one by one, but I turned away.

It was evening. The garden hedge was all aflower.  
The fair maid came out and said, "I will hire you with a smile."  
Her smile paled and melted into tears, and she went back alone into the dark.

The sun glistened on the sand, and the sea waves broke waywardly.  
A child sat playing with shells.  
He raised his head and seemed to know me, and said, "I hire you with nothing."  
From thenceforward that bargain struck in child's play made me a free man.

- 1. Who is the poet of the poem, “The Last Bargain”?**
  - a. Rabindranath Tagore
  - b. T.S. Eliot
  - c. S.D. Sawant
  - d. None of the Above
  
- 2. Mark the correct name of the country that choose Tagore’s poem as the National Anthem:**
  - a. India
  - b. Bangladesh
  - c. Kenya
  - d. Saudi Arabia
  
- 3. The poem The Last Bargain is written in/as:**
  - a. blank verse
  - b. Elegy
  - c. Haiku
  - d. A prose-poem
  
- 4. This last bargain turns out to be the best bargain, the one that frees the seeker from seeking satisfaction from earthly things.**
  - a. True
  - b. False

**ANSWERS: 1. (a)      2. (b)      3. (a)      4. (a)**

## Topic: Speaking and Poetry Recitation

### Learning Objective:

- Read, memorize and recite the poem with correct pronunciation and intonation.
- Assess, review, verbalize in the form of a debate whether the speaker should have taken up the offer made by the king, the old man and the fair maid.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

"Come and hire me," I cried, while in the morning  
I was walking on the stone-paved road.  
Sword in hand, the King came in his chariot.  
He held my hand and said, "I will hire you with my power."  
But his power counted for nought, and he went away in his chariot.

In the heat of the midday the houses stood with shut doors.  
I wandered along the crooked lane.  
An old man came out with his bag of gold.  
He pondered and said, "I will hire you with my money."  
He weighed his coins one by one, but I turned away.

It was evening. The garden hedge was all aflower.  
The fair maid came out and said, "I will hire you with a smile."  
Her smile paled and melted into tears, and she went back alone into the dark.

The sun glistened on the sand, and the sea waves broke waywardly.  
A child sat playing with shells.  
He raised his head and seemed to know me, and said, "I hire you with nothing."  
From thenceforward that bargain struck in child's play made me a free man.

1. The word 'aflower' means
  - a. covered with flowers
  - b. without flowers
  - c. with withered flowers
  - d. with falling flowers.



**2. Which syllable is stressed in the word 'chariot':**

- a. Chariot
- b. Chariot
- c. Charot
- d. None

**3. The sun glistened on the sand. Identify the stress.**

- a. Glistened
- b. Glistened
- c. Glisteneded
- d. None

**ANSWERS: 1. (a)      2. (a)      3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Evaluate the poem's central idea and discuss the value of freedom and why it is important.
- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

**Read the following passage carefully and answer the questions that follow:**

#### Gandhi's views

1. Gandhi never urged anyone to renounce wealth or power. He taught a set of values that might make happiness less dependent on material possessions. "As long as you desire inner help and comfort from anything, you should keep it," he suggested tolerantly. Otherwise, he said, you might renounce a worldly asset 'in a mood of self-sacrifice or out of a stern sense of duty' but want it back and suffer.

2. "I wholeheartedly detest," Gandhi declared, "this mad desire to destroy distance and time, to increase animal appetites, and to go to the ends of the earth in search of their satisfaction. None of this is taking the world a step nearer its goal."

3. Gandhi is known for his successful efforts to liberate India. Actually, for him the development of the Indian into a free man was more important than the freeing of India. Most of Gandhi's followers in India were not Gandhians and did not share his ideals; they mere accepted his leadership because it smoothed the way to their objective which was an Indian nation without the British but with all the usual attributes of nationhood. For them, national independence was an end, a goal in itself: for him it was a means to a better man and better life, and because his heart was heavy with doubts whether these purpose would be furthered by the manner in which independence was achieved—two bleeding children torn violently from the body of mother India—he did not celebrate on August 15, 1947, the day the Indian nation came into his own world—he was sad and refused congratulations.

4. Gandhi was a nationalist, he loved India, but he was not Indo-maniac. He said he would not hurt England to help India. All the years he fought British-Boer racial discrimination in South Africa and British imperialism in India he never despised or revised 'the enemy'. He wanted to understand them. The British in India were victims of their past. In liberating India, Gandhi thought he was also freeing England for a new future.

5. For mental health, Gandhi prescribed truth. He brought for himself a unity of what he believed, what he did and what he said. Creed, deed and word for one. This is the integration which is integrity or truth. When utterances conflict with actions and actions with beliefs the individual is split, and sick. Gandhi preached what he practised and practised what he believed. I found him healthy, happy, and light-hearted despite his many sorrows and burdens. He enjoyed inner harmony. 6. 'Perhaps', the Indian poet Rabindranath Tagore wrote of Gandhi, 'he will not succeed. Perhaps he will fail as the Buddha failed and as Christ failed to wean men from their iniquities, but he will always be remembered as one who made his life a lesson for all ages to come.'

—  
Louis Fischer

**1. The set of values that Gandhiji taught people .....**

- a. made them renounce wealth or power.
- b. to give up the mad desire to destroy distance and time.
- c. made happiness less dependent on material assets.
- d. to have a spirit of self-sacrifice.

**2. Gandhiji fought for national independence because .....**

- a. it was a means to a better man and better life
- b. it was an end in itself
- c. he thought it worth achieving
- d. it was to take the world a step forward

**3. The word 'material' in para 1 means .....**

- a. fabric for clothes/customs
- b. information or ideas used in books
- c. items used in a performance
- d. relating to worldly possessions

**ANSWERS: 1. (c)      2. (a)      3. (d)**

## CHAPTER V

### Story: The Summit Within

#### Topic: Climbing Mount Everest, Reaching the peak, Conquering the Internal Summit

##### Learning Objective:

- Use internet, library and other sources to read up information and determine the reasons for climbing mountains and climbing Mount Everest in particular.
- Describe the odds faced while climbing the mountains.
- Assess and justify the title. Construct sequence of events (realise that there is another summit to be reached, which is higher and more difficult to achieve - the internal summit)
- Locate the central idea of the story - to face life's ordeals with determination.

##### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

##### Read the text and answer the questions:

Of all the emotions which surged through me as I stood on the summit of Everest, looking over miles of panorama below us, the dominant one I think was humility. The physical in me seemed to say, 'Thank God, it's all over!' However, instead of being jubilant, there was a tinge of sadness. Was it because I had already done the 'ultimate' in climbing and there would be nothing higher to climb and all roads hereafter would lead down?

By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness. It is a joy which lasts a lifetime. The experience changes you completely. The man who has been to the mountains is never the same again.

##### 1. People climb mountains because they:

- a. have nothing better to do
- b. get much money and name
- c. feel happy in overcoming obstacles
- d. are paid for it

**2. While climbing the mountains, the climbers get inspiration from**

- a. the beautiful nature
- b. difficulties of climbing
- c. thinking of God
- d. each other

**3. A climber bows down to God**

- a. when he starts climbing
- b. when he reaches the top
- c. when he finds great difficulties
- d. when he sees the beauty around

**ANSWERS: 1. (c)      2. (c)      3. (a)**

## Topic: Speaking

### Learning Objective:

- Talk about Major Ahluwalia and discuss the strategies to be successful in life.
- Extrapolate from the text and communicate through group discussion / speech the feelings of humility, sadness, gratitude on reaching the peak and the delight faced on overcoming the obstacles during the climb.

### Learning Outcome:

- Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.

### QUESTIONS:

#### Read the given text and answer the questions:

As I look back at life after climbing Everest I cannot help remarking about the other summit — the summit of the mind — no less formidable and no easier to climb. Even when getting down from the summit, once the physical exhaustion had gone, I began asking myself the question why I had climbed Everest. Why did the act of reaching the summit have such a hold on my imagination? It was already a thing of the past, something done yesterday. With every passing day, it would become more remote. And then what would remain? Would my memories fade slowly away?

#### 1. What are the three necessary qualities to reach the summit?

- a. Endurance, persistence and willpower
- b. Endurance, persistence and obstacles
- c. Hindrance, obstacles and blockage
- d. Courage, jubilation and hard work

Famous climbers have left records of the help given by others. They have also recorded how they needed just that help. Else they might have given up. Breathing is difficult. You curse yourself for having let yourself in for this. You wonder why you ever undertook the ascent. There are moments when you feel like going back. It would be sheer relief to go down, instead of up. But almost at once you snap out of that mood. There is something in you that does not let you give up the struggle. And you go on. Your companion keeps up with you. Just another fifty feet. Or a hundred, maybe. You ask yourself: Is there no end? You look at your companion and he looks at you. You draw inspiration from each other.

**2. “You firm in.” means that:**

- a. you are resolved
- b. you put your feet firmly on the ground
- c. you improve yourself
- d. you become strong.

**3. The Mount Everest is one of the ..... for climbers.**

- a. crown jewels
- b. peak
- c. Both
- d. None

**ANSWERS: 1. (a)      2. (b)      3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Grammar - Label, give examples of, classify noun forms and phrases. Attempt and solve exercises related to phrases and noun forms.
- Write a composition describing a visit to any beautiful attempts extrapolative writing and inspiring place.
- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the passage given below:

The word Renaissance means rebirth. This period of history is considered to be a rebirth of learning and a rediscovery of ideas which were lost during the Dark Ages. The Renaissance was a time when people began to question and explore everything. This period of time from about 1300-1600 A.D. was an age of adventure and curiosity. People became fascinated with the world around them. They set out on dangerous voyages to explore unknown lands. Artists began to paint beautiful pictures in quite a different style from medieval times. Music changed. Scientists studied plants, animals, man, the world around themselves, and even space. People's ideas about the earth and the Universe changed. Many new things were invented such as the printing press and the telescope. This was the period during which Michelangelo sculpted, Botticelli painted, Columbus sailed to North America, Shakespeare wrote his plays, and Mercator created world maps using longitude and latitude.

Everything that concerned man and his life on earth became important to the people of the Renaissance. The people began to investigate the study of what is known as humanism (thinking about the interests and ideals of man). This was not a new idea. It was a revival of ideas that had been explored by the Greek and Roman civilizations a long time before. In fact, people of the Renaissance became fascinated with many Greek and Roman ideas including those involving sculpture, philosophy, painting and science.



**1. Which of these was a famous sculptor during the Renaissance period?**

- a. Michelangelo
- b. Pablo Picasso
- c. Leonardo-Da-Vinci
- d. Columbus

**2. What happened during the Renaissance period?**

- a. People began to believe everything that was printed
- b. People began to question the scientist
- c. People began to question and explore everything
- d. People became ardent believers in church

**3. What fascinated the people during Renaissance?**

- a. Greek and Asian ideas
- b. Church
- c. Pope
- d. Greek and Roman ideas

**4. Which of these was a famous playwright during the Renaissance period?**

- a. Columbus
- b. Shakespeare
- c. Karl Marx
- d. P.B. Shelley

**ANSWERS: 1. (a)      2. (c)      3. (d)      4. (b)**

## CHAPTER V

### Poem: The School Boy

**Topic: About the poem and the poet, School in summer.**

#### Learning Objective:

- Use internet, library and other resources to collect information about the poet, William Blake. Recognize voice and perspective in the poem (Blake has written Reads, compares, contrasts, gives opinions and relates ideas to life in 521 from the perspective of a young boy who doesn't like school).
- Recognize and categorize the boy's feelings while going to school. Justify his feelings (he feels sorrowful as he wants to enjoy summer).
- Critique and assess the way schools impart education (for the boy, school is like a prison which does not allow his creativity to flourish). Refer and provide examples from the poem. Relate to and contrast with personal life and experience.

#### Learning Outcome:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

#### QUESTIONS:

I love to rise in a summer morn,  
When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me:  
O what sweet company!

But to go to school in a summer morn, -  
O it drives all joy away!  
Under a cruel eye outworn,  
The little ones spend the day  
In sighing and dismay.

Ah then at times I drooping sit,  
And spend many an anxious hour;  
Nor in my book can I take delight,  
Nor sit in learning's bower,  
Worn through with the dreary shower.

How can the bird that is born for joy  
Sit in a cage and sing?  
How can a child, when fears annoy,  
But droop his tender wing,  
And forget his youthful spring!

O father and mother if buds are nipped,  
And blossoms blown away;  
And if the tender plants are stripped  
Of their joy in the springing day,  
By sorrow and care's dismay, -

How shall the summer arise in joy,  
Or the summer fruits appear?  
Or how shall we gather what griefs destroy,  
Or bless the mellowing year,  
When the blasts of winter appear?

**1. What drives all the joy away?**

- a. Caged bird
- b. Nip in the bud
- c. Blown blossoms
- d. School on a summer morning

**2. The word 'anxious' means:**

- a. carefree
- b. playful
- c. happy
- d. worried.

**3. Which of the following is not one of Blake's major prophetic books?**

- a. The Four Zoas
- b. Jerusalem
- c. Milton
- d. Songs of Innocence

**ANSWERS: 1. (c)      2. (c)      3. (a)**

## Topic: Speaking

### Learning Objective:

- Read, memorize and recite the poem with correct pronunciation and intonation. Paraphrase the ideas of the poem.
- Discuss in a group about the best part of school for students
- Prepare a speech and speak on why the student has compared himself to a caged bird or a bud that is nipped before it can grow.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### Read the text and answer the questions that follow.

I love to rise in a summer morn,  
When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me:  
O what sweet company!

But to go to school in a summer morn, -  
O it drives all joy away!  
Under a cruel eye outworn,  
The little ones spend the day  
In sighing and dismay.

Ah then at times I drooping sit,  
And spend many an anxious hour;  
Nor in my book can I take delight,  
Nor sit in learning's bower,  
Worn through with the dreary shower.

How can the bird that is born for joy  
Sit in a cage and sing?  
How can a child, when fears annoy,  
But droop his tender wing,  
And forget his youthful spring!

O father and mother if buds are nipped,  
And blossoms blown away;  
And if the tender plants are stripped  
Of their joy in the springing day,  
By sorrow and care's dismay, -

How shall the summer arise in joy,  
Or the summer fruits appear?  
Or how shall we gather what griefs destroy,  
Or bless the mellowing year,  
When the blasts of winter appear?

**QUESTIONS:**

**1. The phrase 'tender plants' refers to**

- a. the young plants
- b. the young birds
- c. the young children
- d. the tender buds.

**2. Explain the phrase "eye outworn".**

- a. dull/uninspiring life
- b. truly inspirational
- c. Both a. and b.
- d. None of the above.

**3. 'Under the cruel eye' give the meaning of the phrase with respect to a school boy.**

- a. Severe headache
- b. Boring lessons
- c. Strict discipline
- d. None of these

**ANSWERS: 1. (b)      2. (a)      3. (c)**

## **Topic: Understanding poetic devices**

### **Learning Objective:**

- Identify, classify, and discuss the various poetic devices like alliteration, metaphor, personification, etc. explain how and why these poetic devices are used. Use poetic devices in other contexts.

### **Learning Outcome:**

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### **QUESTIONS:**

**1. The storm got angrier with each passing second.**

- a. The storm was getting worse.
- b. Something was making the storm mad.
- c. The storm was beginning to stop.
- d. The storm was mad.

**2. Iva worked hard on her report. After presenting it to the class, she felt as light as a feather.**

- a. Similie
- b. Metphor
- c. Personification
- d. None

**3. The trees of the forest watched sympathetically over the lost child.**

- a. Similie
- b. Metphor
- c. Personification
- d. None

**ANSWERS: 1. (a) 2. (a) 3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the passage given below:

Just a decade ago, Nepal was a Himalayan kingdom where Buddhists and Hindus from surrounding countries travelled on pilgrimage to see the temples of Pashupatinath, Swayambhunath, Boudhinath, Buddha Neelkantha and Guhyeshwari among scores of others. They also thronged this tiny strip of an incredible Himalayan landscape to see the great heritage cities of Kathmandu, Patan-Lalitpur and Bhaktapur.

Ten years down the line, this tiny Himalayan kingdom has undergone a dramatic change. Millions of people still travel to this country for pilgrimages and nature treks. It has some of Asia's best luxury resorts, deluxe hotels and conference centres, supermarkets and, of course, restaurants offering not only the exotic Nepalese cuisine, but also the best food from all over the world. Suddenly, Nepal has become the country for marriages, parties, holidays, business deals, adventure holidays and for old world sightseeing. The Tribhuvan International Airport is as full of backpackers as it is of business tycoons, who come to Kathmandu to conduct important meetings with international groups.

Apart from Kathmandu, most nature lovers visit Pokhara, where the highest peaks of the sprawling Annapurna range of the Himalayas and the Machchepuchra peak stand brooding over several resorts. The town's crowning glory is Fulbari, a 167-room resort which offers every kind of luxury one can dream of. The lakeside bazaar is really a shopper's delight. A number of Kashmiri migrants have settled around the Pokhara lake, where boating is available, and have opened shops selling leather and metal goods, semi-precious stones, Tibetan and Nepalese handicrafts of the Hindu, Muslim and Buddhist variety. The ride to see Mount Everest, which is also available from Kathmandu, is the most popular.

Apart from Kathmandu and Pokhara, the cities which attract hordes of culture visitors are PatanLalitpur, Bhaktapur, Dhulikhel and Nagarkot. The last two are towns from where the sunset and the beauty of the snow-clad mountain ranges are unforgettable. Nagarkot and Dhulikhel – both have luxury resorts

where one can go lotus-eating to one's heart content and meditate upon the setting sun and its magnificent beauty each evening. The earlier mentioned towns, namely Patan-Lalitpur and Bhaktapur are a different kettle of fish. Here are Durbar Squares of majestic beauty, buildings built by the great rulers of Nepal's past royal families and the best work of architects, and Nepal can be seen.

Most of all, Nepal is a wonderful destination for all those who want to gaze at the eternal Himalayas and store a treasure of peace in their souls to last for a lifetime.

**1. What are Durbar Squares?**

- a. Religious buildings
- b. Royal buildings
- c. Monasteries
- d. Amphitheatre

**2. Business tycoons come to Kathmandu for.....?**

- a. Pleasure
- b. Purchasing property
- c. Business meetings
- d. All of the above

**3. What is Nepal known as?**

- a. Pilgrim destination
- b. Himalayan kingdom
- c. Home of Mount Everest
- d. Tourist's Paradise

**4. Which of the following words mean the same as everlasting?**

- a. Heritage
- b. Exotic
- c. Lifetime
- d. Eternal

**ANSWERS: 1. (b) 2. (c) 3. (b) 4. (c)**



## CHAPTER VI

### STORY: This is Jody's Fawn

#### Topic: Saving Penny Baxter, Mill Wheel and Jody, The fawn

#### Learning Objective:

- Locate main ideas and sequence of events. Assess why it was necessary to save the fawn after killing the doe.
- Locate main ideas and sequence of events. Evaluate that nothing in the world comes free of cost. Relate this idea to different contexts and experiences.
- Develop a sympathetic attitude towards animals, and express it through discussions.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

##### Read the extract.

He had held it, in his dreams, in his arms. He slipped from the table and went to his father's bedside. Penny lay at rest. His eyes were open and clear, but the pupils were still dark and dilated.

1. **'He' in the passage refers to**
  - a. Jody
  - b. Penny
  - c. Doc Wilson
  - d. Mill-wheel
2. **He went to his father's bedside to/for**
  - a. enquire about his health
  - b. get some money
  - c. talk about the doe
  - d. the sake of the fawn.
3. **Jody was worried about**
  - a. his father
  - b. his mother
  - c. the doe
  - d. the fawn

**ANSWERS: 1. (a)      2. (d)      3. (d)**

## Topic: Speaking

### Learning Objective:

- Share real incidents to understand the importance of freedom and its value in life.
- Debate on whether it is right to kill an animal to save a human life.
- Debate on whether Jody should have let Mill Wheel accompany him till he found the fawn or left him alone.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

#### Read the extract.

**1. Penny felt hemmed in:**

- a. when he killed the doe
- b. when Jody proposed to bring the fawn home
- c. when Jody asked him how he was feeling
- d. when the fawn was brought home

**2. Jody feared that his parents might not allow him to bring the fawn home because:**

- a. they had a small house
- b. of the expenses to feed the animal
- c. the fawn was a dangerous animal
- d. it was illegal to keep it

**3. Jody's mother held the coffee pot in mid-air. It shows that:**

- a. she was stunned at what Jody had said
- b. she had suddenly heard a sound
- c. she saw Dr. Wilson which upset her
- d. she did not want to give coffee to Mill-wheel.

**ANSWERS: 1. (b)      2. (b)      3. (a)**

## Topic: Writing/ Comprehension Check

### Learning Objective:

- Gather and share information about Prevention of Cruelty to Animals Act.
- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

**Read the poem 'ANIMALS' and answer the questions.**

I think I could turn and live with animals,  
they are so placid and self-contain'd,  
I stand and look at them long and long.

They do not sweat and whine about their condition,  
They do not lie awake in the dark and weep for their sins,  
They do not make me sick discussing their duty to God,  
Not one is dissatisfied, not one is demented with the mania of owning things,  
Not one kneels to another, nor to his kind that lived thousands of years ago,  
Not one is respectable or unhappy over the whole earth.

So they show their relations to me and I accept them,  
They bring me tokens of myself, they evince them plainly in their possession.  
I wonder where they get those tokens,  
Did I pass that way huge times ago and negligently drop them?

Myself moving forward then and now and forever,  
Gathering and showing more always and with velocity,  
Infinite and omnigenous, and the like of these among them,  
Not too exclusive toward the reachers of my remembrancers,

Picking out here one that I love, and now go with him on brotherly terms.  
A gigantic beauty of a stallion, fresh and responsive to my caresses,  
Head high in the forehead, wide between the ears,  
Limbs glossy and supple, tail dusting the ground,  
Eyes full of sparkling wickedness, ears finely cut, flexibly moving.

His nostrils dilate as my heels embrace him,  
His well-built limbs tremble with pleasure as we race around and return.

I but use you a minute, then I resign you, stallion,  
Why do I need your paces when I myself out-gallop them?  
Even as I stand or sit passing faster than you.

**1. What do humans do that animals don't?**

- a. greed
- b. jealous
- c. restless
- d. All of the above

**2. What is the meaning of "placid"?**

- a. peaceful
- b. clumsy
- c. greedy
- d. jealousy

**3. Name the literary device used in the line "I think I could turn and live with animals".**

- a. Similie
- b. Assonance
- c. Metaphor
- d. Alliteration

**ANSWERS: 1. (d)      2. (a)      3. (b)**

## CHAPTER VI

### STORY: The Duck and the Kangaroo

**Topic: About the poem and the poet, Convincing the Kangaroo**

#### Learning Objective:

- Recall and recognize the genre of a fable (short stories, usually with animals as characters, conveying a moral). Recall and discuss familiar fables, including ‘the cricket and the ant’. Relate fables to real life experiences.
- Analyse and appraise the qualities of characters and their motivations, e.g. - the duck as being too bored in the pond and scared of never being able to know what is beyond the pond; the duck’s willingness to adjust himself to the kangaroo in order to explore the world with him.
- locate sequence of events such as how the kangaroo and the duck hop around the world.

#### Learning Outcome:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

#### QUESTIONS:

**Read the poem.**

#### The Duck and the Kangaroo

Said the Duck to the Kangaroo,  
‘Good gracious! how you hop!  
Over the fields and the water too,  
As if you never would stop!  
My life is a bore in this nasty pond,  
And I long to go out in the world beyond!  
I wish I could hop like you!’  
Said the Duck to the Kangaroo.

‘Please give me a ride on your back!’  
Said the Duck to the Kangaroo.  
‘I would sit quite still, and say nothing but “Quack,”  
The whole of the long day through!  
And we’d go to the Dee, and the Jelly Bo Lee,  
Over the land, and over the sea;—  
Please take me a ride! O do!’  
Said the Duck to the Kangaroo.

Said the Kangaroo to the Duck,  
‘This requires some little reflection;

Perhaps on the whole it might bring me luck,  
And there seems but one objection,  
Which is, if you'll let me speak so bold,  
Your feet are unpleasantly wet and cold,  
And would probably give me the roo-  
Matiz!' said the Kangaroo.

Said the Duck, 'As I sate on the rocks,  
I have thought over that completely,  
And I bought four pairs of worsted socks  
Which fit my web-feet neatly.  
And to keep out the cold I've bought a cloak,  
And every day a cigar I'll smoke,  
All to follow my own dear true  
Love of a Kangaroo!'

Said the Kangaroo, 'I'm ready!  
All in the moonlight pale;  
But to balance me well, dear Duck, sit steady!  
And quite at the end of my tail!'  
So away they went with a hop and a bound,  
And they hopped the whole world three times round;  
And who so happy, - O who,  
As the Duck and the Kangaroo?.

**EDWARD LEAR**

**1. Where did the Kangaroo ask the Duck to sit?**

- a. on his neck
- b. on his back
- c. at the beginning of his tail
- d. at the end of his tail

**2. What did the Duck do to make himself fit to have a ride on the Kangaroo's back?**

- a. bought four pairs of worsted socks
- b. bought a clock
- c. began smoking a cigar daily
- d. all of the above

**3. What was Kangaroo afraid of?**

- a. the Duck's wet and cold feet
- b. the weight of the Duck
- c. the beak of the Duck
- d. all of the above

**ANSWERS: 1. (d)      2. (d)      3. (a)**

## Topic: Narrating, Speaking and poetry recitation

### Learning Objective:

- Share some fables with others through narration of stories.
- Recite the poem with correct pronunciation and intonation.
- Discuss some unusual activities that students want to do, like walking on the moon, etc.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

Read the extract.

**1. What did the Duck request the Kangaroo?**

- a. to give him a ride
- b. to give him food
- c. to play with him
- d. all of the above

**2. How does the Duck describe his pond?**

- a. beautiful
- b. loving
- c. attractive
- d. nasty

**3. Where could the kangaroo hop?**

- a. over the fields
- b. over the water
- c. both (a) and (b)
- d. none of the above

**ANSWERS: 1. (a)      2. (d)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

**Read the extract and answer the questions.**

*Said the Kangaroo to the Duck,  
'This requires a little reflection;  
Perhaps on the whole it might bring me luck,  
And there seems but one objection.*

- 1. What was expected to bring luck?**
  - a. the Duck
  - b. the Kangaroo
  - c. the objection he is thinking of
  - d. the travel with the Duck.
- 2. 'Me' refers to**
  - a. the Kangaroo
  - b. the Duck
  - c. the poet
  - d. the objection.
- 3. 'Reflection' means the same as**
  - a. work
  - b. thought
  - c. action
  - d. attention.

**ANSWERS: 1. (d)      2. (a)      3. (b)**



## Topic: Understanding poetic devices

### Learning Objective:

- Name and classify poetic devices like personification, hyperbole, onomatopoeia, etc. explain how and why they are used. Use devices in different contexts.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

Read the extract.

1. What is this poem about?

- a. desires
- b. different people and their potentials
- c. conversation between a duck and a kangaroo
- d. none

2. Identify the poetic device used in the given line: “Said the Duck to the Kangaroo”.

- a. Alliteration
- b. Anaphora
- c. Personification
- d. Refrain

3. ‘My life is a bore in this nasty pond,’ whose life is referred to here?

- a. Kangaroo
- b. Lee
- c. Ant
- d. Duck

**ANSWERS: 1. (c)      2. (d)      3. (d)**

## CHAPTER VII

### STORY: A Visit to Cambridge

**Topic: Firdaus Kanga meets Stephen Hawking, Hawking's advice for the disabled**

#### Learning Objective:

- Locate main ideas and the theme of the chapter – have faith in yourself.
- Assess and analyse why Stephen Hawking has proved to be an inspiration for people; evaluate his advice to concentrate on what one is good at.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences).

#### QUESTIONS:

**1. The author says “Cambridge was my metaphor for England”. It means that for him**

- a. Cambridge was as important as England
- b. England was more important than Cambridge
- c. Cambridge was the only important thing in England
- d. Cambridge and England were the same.

**2. Firdaus Kanga is a**

- a. scientist
- b. journalist
- c. friend of Hawking
- d. politician

**3. A disabled person is fed up when people**

- a. show sympathy
- b. give him charity
- c. try to help him
- d. ask him to be brave

**ANSWERS: 1. (c)      2. (b)      3. (d)**

## Topic: Speaking

### Learning Objective:

- Describe Stephen Hawking using proper vocabulary and comparisons. Discuss the reason for the anguish felt by Stephen Hawking.
- Use internet, library and other resources to gather information on Paralympics, and share information. Debate on whether disabled people should partake in Olympics or not.
- Use nouns, adverbs and adjectives in their own sentences.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

#### 1. Kanga felt guilty every time he spoke to Hawking because

- a. Hawking had to work hard to respond
- b. he was wasting his own time
- c. he was wasting Hawking's time
- d. Hawking had asked him to keep quiet

#### 2. Hawking felt amused when people

- a. sympathized with him
- b. Patronised him
- c. disturbed him
- d. loved him

#### 3. What did the writer wish to do when he was leaving Hawking's residence?

- a. The writer wanted to kiss Hawking and cry.
- b. The writer wanted to hug Hawking.
- c. The writer wanted to run away.
- d. The writer wanted to say kind words to Hawking.

**ANSWERS: 1. (a)      2. (b)      3. (d)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the extract.

The only thing that makes you stronger is seeing somebody like you, achieving something huge. Then you know how much is possible and you reach out further than you ever thought you could.

#### 1. The speaker in these lines is talking of:

- a. himself
- b. Stephen Hawking
- c. Hawking's assistant
- d. disabled people.

#### 2. One feels inspired and confident when one finds someone in the same or worse circumstances:

- a. needing his help
- b. living a decent life
- c. doing something great
- d. earning much money.

#### 3. The phrase 'reach out' means:

- a. Walk
- b. move your hand
- c. go out
- d. try to get

**ANSWERS: 1. (d)      2. (c)      3. (d)**

## CHAPTER VII

### POEM: When I set out for Lyonesse

**Topic: About the poem and the poet, Returning from Lyonesse**

#### Learning Objective:

- Use internet, library and other resources to gather information about the poet and the time the poem was written. Evaluate that the poem has an open end, leaving the readers to understand what might have changed the life of the poet forever.
- Locates sequence of events in the poem, and changing moods and perspectives of the speaker. Identify and assess that something within the poet has changed and that change is visible to all around him when he returns.

#### Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.

#### QUESTIONS:

##### Read the extract.

When I set out for Lyonesse  
A hundred miles away,  
The rime was on the spray;  
And starlight lit my lonesomeness

1. “The rime was on the spray” What do you mean by the word “rime”?
  - a. Rhyme
  - b. Frost
  - c. Leaves
  - d. Trees
2. What enlightened his loneliness?
  - a. Starlight
  - b. Magic in his eyes
  - c. Radiance
  - d. All of the Above
3. How far was Lyonesse?
  - a. A hundred miles away
  - b. Two hundred miles away
  - c. Four hundred miles away
  - d. Very near

**ANSWERS: 1. (b)      2. (a)      3. (a)**

## Topic: Speaking and poetry recitation

### Learning Objective:

- Read and recite the poem with correct pronunciation and intonation.
- Discuss a journey of their own, their excitement at going to some new place.
- Discuss and debate about what could have brought about the change in the poet.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

#### Read the extract.

No prophet durst declare;  
Nor did the wisest wizard guess  
What would bechance at Lyonnesse  
While I should sojourn there.

#### 1. No one could predict

- a. what might happen tomorrow
- b. how the wizard would act
- c. what might happen at Lyonnesse
- d. what had happened earlier.

#### 2. The poet was going to

- a. meet a wise man
- b. a wizard's house
- c. stay at Lyonnesse
- d. declare like a prophet.

#### 3. A wizard is

- a. a clever person
- b. a magician
- c. a learned man
- d. a fearful person.

**ANSWERS: 1. (c)      2. (c)      3. (b)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the extract.

When I set out for Lyonesse  
A hundred miles away,  
The rime was on the spray;  
And starlight lit my lonesomeness

#### 1. Lyonesse is

- a. a beautiful river
- b. a beautiful hill
- c. a country in the legends
- d. an imaginary name.

#### 2. The leaves were covered by

- ice
- frost
- dust
- dirt.

#### 3. The poet felt

- happy
- angry
- depressed
- excited.

**ANSWERS: 1. (c)      2. (b)      3. (c)**

## Topic: Comprehending difficult words

### Learning Objective:

- Develop vocabulary, including old English words like ‘durst’, ‘bechance’ etc used in the poem, and show ability to use it appropriately in other contexts, making their own sentences.

### Learning Outcome:

- Reads unfamiliar words in context and infers their meaning in order to demonstrate comprehension.

### QUESTIONS:

#### Read the extract and answer the questions.

*What would bechance at Lyonnesse  
While I should sojourn there,  
No prophet durst declare;  
Nor did the wisest wizard guess  
What would bechance at Lyonnesse  
While I should sojourn there.*

#### 1. Identify the meaning of sojourn in the given extract.

- a. A temporary stay
- b. Departure
- c. Escape
- d. Exit

#### 2. Identify the antonym of bechance.

- a. To happen
- b. Find by chance
- c. Discover
- d. Halt

#### 3. Identify the synonym of wizard.

- a. Inferior
- b. Amateur
- c. Enchanter
- d. Apprentice

**ANSWERS: 1. (a)      2. (d)      3. (c)**



## CHAPTER VIII

### STORY: A Short Monsoon Diary

**Topic: Monsoon begins, The Real Monsoon, End of Monsoon**

#### Learning Objective:

- Use internet, library and other resources to gather information about the writer, Ruskin Bond. Share information about his works, his style of writing and his love for nature.
- Locate main ideas and sequence of events. Observe and explain how Ruskin Bond portrays the silent miracles of nature and life's little joys and regrets.
- Critically evaluate the use of poetry in the middle of a prose chapter. Combine two types of writing.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)

#### QUESTIONS:

**1. In his Diary the author is describing:**

- a. Shimla
- b. Mussoorie
- c. Nainital
- d. Ooty

**2. The sound of the falling rain on tin roof:**

- a. disturbs the author in his reading
- b. helps the author to read
- c. annoys the author
- d. makes the author leave that place

**3. Monsoon rain is:**

- a. cold and unpleasant
- b. very small
- c. warm and humid
- d. hot

**ANSWERS: 1. (b)      2. (b)      3. (c)**

## Topic: Speaking

### Learning Objective:

- Discuss and share ideas on how monsoon can be enjoyed even while staying indoors.
- Gather, share and discuss information about a variety of animals, birds and insects which can be seen in the monsoon.
- Narrate the differences at the beginning and at the end of monsoon.
- Present arguments on why people have faith in blind beliefs and superstitions.

### Learning Outcome:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

### QUESTIONS:

- 1. Insectivorous birds are happy in the monsoon season**
  - a. as they get plenty of food
  - b. because they breed in this season
  - c. because they love water
  - d. as the weather is to their liking
- 2. Who are the obnoxious visitors that arrive at the hill station?**
  - a. Leopards and leeches
  - b. Drongos and minivets
  - c. Drongos and leopards
  - d. Leopards and minivates
- 3. The hillsides are lush because of the appearance of flowers during:**
  - a. Early monsoon
  - b. mid monsoon
  - c. late monsoon
  - d. end of monsoon

**ANSWERS: 1. (a)      2. (a)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the extract.

*It is a good sound to read by—the rain outside, the quiet within—and, although tin roofs are given to springing unaccountable leaks, there is a feeling of being untouched by, and yet in touch with, the rain.*

- 1. What is being praised by the author in the above lines.**
  - a. tin roofs
  - b. rain
  - c. springing
  - d. leaks.
- 2. How is good sound being produced?**
  - a. rain only
  - b. tin roofs only
  - c. rain and tin roofs
  - d. rain and leaks.
- 3. What is the meaning of ‘springing’ in the above lines.**
  - a. jumping
  - b. creating
  - c. a season
  - d. finishing.

**ANSWERS: 1. (a)      2. (c)      3. (b)**

## CHAPTER VIII

### POEM: On the Grasshopper and the Cricket

Topic: About the poem and the poet

#### Learning Objective:

- Locate the main ideas of the poem. Recognize and analyse the poet's observation on the beauty of earth during summer and winter.
- Work in groups of two or four and reflect on each line. identify and analyse what the grasshopper represents. Appraise beauty of the summer.
- Work in groups of two or four and reflect on each line. Identify and analyse what the cricket represents. appraise beauty of extremely cold freezing days.

#### Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.

#### QUESTIONS:

1. **By whom is the poetry of earth being sung in the summer season.**
  - a. Grasshopper
  - b. Cricket
  - c. Crow
  - d. Skylark
2. **What has the frost wrought?**
  - a. Poetry of earth
  - b. Warmth
  - c. Silence
  - d. All of the Above
3. **Who sings the poetry of earth in the winter season?**
  - a. Grasshopper
  - b. Cricket
  - c. Crow
  - d. Skylark

**ANSWERS: 1. (a)      2. (c)      3. (b)**

## Topic: Comprehending through reference

### Learning Objective:

- Compare and contrast the beauty found on earth as represented by the grasshopper and by the cricket; interpret variations of beauty represented in nature.
- Justify how 'beauty is in the eyes of the beholder'. Paraphrase the poem.

### Learning Outcome:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

### QUESTIONS:

Read the extract.

*The poetry of earth is ceasing never:  
On a lone winter evening when the frost  
Has wrought a silence, from the stone there shrills  
The cricket's song, in warmth increasing ever,  
That is the grasshopper's — he takes the lead  
In summer luxury — he has never done  
With his delights, for when tired out with fun  
He rests at ease beneath some pleasant weed.*

- 1. The cricket's song:**
  - a. pleases everybody
  - b. breaks winter's depression
  - c. makes people angry
  - d. is disliked by the people.
- 2. The grasshopper 'has never done' means:**
  - a. he is never crying
  - b. he is never content
  - c. he is always singing
  - d. he is always on the move.
- 3. The winter evening is 'lone' because:**
  - a. the poet has no company
  - b. there is silence all around
  - c. there is frost
  - d. it is cold.

**ANSWERS: 1. (b)      2. (b)      3. (b)**

## Topic: Understanding poetic devices

### Learning Objective:

- Identify and classify poetic devices in the poem like personification, alliteration, refrain and repetition. Explain how and why they are used. use them in different contexts.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

#### Read the poem.

The Poetry of earth is never dead:  
When all the birds are faint with the hot sun,  
And hide in cooling trees, a voice will run  
From hedge to hedge about the new-mown mead;  
That is the Grasshopper's—he takes the lead  
In summer luxury, —he has never done  
With his delights; for when tired out with fun  
He rests at ease beneath some pleasant weed.  
The poetry of earth is ceasing never:  
On a lone winter evening, when the frost  
Has wrought a silence, from the stove there shrills  
The Cricket's song, in warmth increasing ever,  
And seems to one in drowsiness half lost,  
The Grasshopper's among some grassy hills.

1. Identify the poetic device used in “From hedge to hedge about the new-mown mead;”
  - a. Alliteration
  - b. Metaphor
  - c. Similie
  - d. None

2. “The poetry of earth is ceasing never.” Which poetic device is used in the given line.

- a. Similie
- b. Metaphor
- c. Repetition
- d. None

3. Read the given extract and identify the poetic device used in the underlined lines.

“When all the birds are faint with the hot sun,  
And hide in cooling trees, a voice will run.”

- a. Imagery
- b. Alliteration
- c. Personification
- d. None

**ANSWERS: 1. (a)      2. (b)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.
- Write a diary entry on 'a hot summer day'

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the extract.

John Keats, (born October 31, 1795, London, England—died February 23, 1821, Rome, Papal States [Italy]), English Romantic lyric poet who devoted his short life to the perfection of a poetry marked by vivid imagery, great sensuous appeal, and an attempt to express a philosophy through classical legend. In 1817 Keats left London briefly for a trip to the Isle of Wight and Canterbury and began work on *Endymion*, his first long poem that focused on the theme of ‘a thing of beauty is a joy forever’.

All the odes were composed between March and June 1819 except “To Autumn,” which is from September. This subject was forced upon Keats by the painful death of his brother and his own failing health, and the odes highlight his struggle for self-awareness and certainty through the liberating powers of his imagination.

- 1. What was the total span of Keat’s life?**
  - a. 26 Years
  - b. 25 Years
  - c. 27 Years
  - d. 24 Years
- 2. “A thing of beauty is a joy for ever” A verse tale of Keats begins with this line, Which of the following tales?**
  - a. Endymion
  - b. Hyperion
  - c. Eve of St. Agnes
  - d. Eve of St. Mark
- 3. What kinds of the poem did Keats writes the most?**
  - a. Odes
  - b. Play
  - c. Drama
  - d. None

**ANSWERS: 1. (a)      2. (a)      3. (a)**



## CHAPTER IX

### STORY: The Great Stone Face - I

#### Topic: The Prophecy, Ernest, Gathergold and Blood and-Thunder

#### Learning Objective:

- Define a prophecy. Relate the belief in prophecies to personal or localized experiences, and share them. Describe the Great Stone Face and the luck that it brought to the people living in the village.
- Analyse the characters of Gathergold and Blood-and Thunder. Analyse qualities of Ernest.
- Locate main ideas and sequence of events, including why Gathergold and Blood-and-Thunder were not actually the Great Stone Face.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)

#### QUESTIONS:

##### 1. What do you mean by prophecy?

- a. A statement that tells what happened in the past.
- b. A statement that tells what will happen in the future.
- c. A statement that tells what is happening right now.
- d. None of the above.

##### 2. The Great Stone Face was made by

- a. nature
- b. sculptors
- c. Ernest
- d. Ernest's forefathers

##### 3. The old prophecy was that one day

- a. the Great Stone Face would disappear
- b. the Great Stone Face would come to life
- c. The Great Stone Face would cause havoc to the valley
- d. a man with that face would appear in the valley

- 4. Ernest was a happy and a pensive child. What do you mean by pensive.**
- a. Thoughtful
  - b. Helpful
  - c. Beautiful
  - d. Grateful
- 5. What was the name of the first man they suspect to be the man from the prophecy.**
- a. Gathergol
  - b. Blood-and-Thunder
  - c. Ernest
  - d. None of the Above
- 6. Who was Blood-and-Thunder?**
- a. Commander
  - b. Shopkeeper
  - c. Farmer
  - d. Teacher

**ANSWERS: 1. (b)      2. (a)      3. (d)      4. (a)      5. (a)      6. (a)**

## Topic: Narrating, Using Grammar

### Learning Objective:

- Share stories and real-life experiences about prophecies.
- Use verb forms and phrasal verbs properly, and apply them to the given exercises.

### Learning Outcome:

- Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.

### QUESTIONS:

**1. Fill in the correct form of adjective.**

**The eagle was ..... than the bluebird.**

- a. Big
- b. Bigger
- c. Biggest
- d. Most big

**2. They drew a circle in the morning. Change the voice.**

- a. A circle was being drawn by them in the morning.
- a. A circle was drawn by them in the morning.
- b. In the morning a circle have been drawn by them.
- c. A circle has been drawing since morning.

**3. Pick out the clause in the following sentence:**

**Neha played when evening came.**

- a. Neha played
- b. Played when evening
- c. When evening came
- d. Evening came

**ANSWERS: 1. (b)      2. (b)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Write a paragraph based on one of the characters of the chapter.
- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

### QUESTIONS:

#### Read the extract.

Ernest had had no teacher, but the Great Stone Face became one to him. When the work of the day was over, he would gaze at it for hours, until he began to imagine that those vast features recognised him, and gave him a smile of kindness and encouragement.

- 1. Ernest was now;**
  - a. a child
  - b. a youth
  - c. an old man
  - d. a middle-aged man.
- 2. All Ernest's education came from;**
  - a. his mother
  - b. a teacher
  - c. Great Stone Face
  - d. the society.
- 3. The Great Stone Face was able to;**
  - a. feed Ernest
  - b. look after Ernest
  - c. talk to Ernest
  - d. inspire and encourage Ernest.

**ANSWERS: 1. (b)      2. (c)      3. (d)**

## CHAPTER X

### STORY: The Great Stone Face - II

**Topic: Ernest meets the poet, The prophecy comes true**

#### Learning Objective:

- Draw connection with The Great Stone Face – I. Recall, develop and analyse Ernest’s character.
- Delineate sequence of events. Identify qualities of characters such as the poet, and why the poet is not the Great Stone Face.
- Understand the sequence of all events, leading to the final conclusion. Review and interpret the prophecy.

#### Learning Outcome:

- Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)

#### QUESTIONS:

- 1. A poet came to the village and:**
  - a. Ernest already knew him
  - b. he did not like Ernest
  - c. he had come to meet Ernest
  - d. he had been invited by the villagers
- 2. In the meeting between the poet and Ernest**
  - a. Ernest did all the talking
  - b. the poet was much impressed by Ernest
  - c. Ernest was much impressed by the poet
  - d. they did not like each other
- 3. Ernest examined the poet’s features again and again because:**
  - a. he was so charmed by his looks
  - b. he felt he had met him somewhere
  - c. he felt he had a disease
  - d. he was comparing him with the Great Stone Face
- 4. The poet thinks himself to be a failure because:**
  - a. His dreams remained unfulfilled.
  - b. He could not hear the distant voice of a heavenly song.
  - c. He lived far away
  - d. Ernest was much better than him

**ANSWERS: 1. (c)      2. (b)      3. (d)      4. (a)**

## Topic: Speaking

### Learning Objective:

- Debate on whether Ernest should have been declared the Great Stone Face or not.
- Narrate a story thinking of yourself as the poet and meeting Ernest for the first time.

### Learning Outcome:

- Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.

### QUESTIONS:

#### Read the extract.

*The prophecy was fulfilled. But Ernest, having finished what he had to say, took the poet's arm, and walked slowly homeward, still hoping that some wiser and better man than himself would by and by appear, bearing a resemblance to the Great Stone Face.*

- 1. The prophecy was fulfilled in**
  - a. the poet
  - b. Ernest
  - c. Gathergold
  - d. General Blood-and-Thunder
- 2. With what emotions did Ernest receive his guests?**
  - a. Anger
  - b. Gentle sincerity
  - c. Unwanted manner
  - d. Hostility
- 3. Who all were part of Ernest's daily audience?**
  - a. A group of neighbours
  - b. College Professors
  - c. Doctors
  - d. The Poet
- 4. Ernest believed the prophecy**
  - a. was yet to be fulfilled
  - b. was now fulfilled
  - c. will never be fulfilled
  - d. was fulfilled long ago

**ANSWERS: 1. (b)      2. (b)      3. (a)      4. (a)**

## Topic: Group discussion, Using Grammar

### Learning Objective:

- Discuss the various good values that people have or should have.
- Use verb forms and phrases accurately, and apply them to the given exercises.

### Learning Outcome:

- Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.

### QUESTIONS:

- 1. We saw ..... animals at the zoo.**
  - a. Much
  - b. Many
  - c. So many
  - d. All
- 2. Change the voice: Who taught her such things?**
  - a. Who was she taught such things by?
  - b. She was taught such things by who?
  - c. By whom she was taught such things?
  - d. By whom was she taught such things?
- 3. I ..... all my childhood in South India.**
  - a. Was spending
  - b. Spend
  - c. Spent
  - d. None

**ANSWERS: 1. (b)      2. (d)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.

### Learning Outcome:

- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing

### QUESTIONS:

#### Read the extract and answer the questions:

The years hurried on, and brought white hairs upon the head of Ernest, and made wrinkles across his forehead and furrows in his cheeks. He was an old man. But not in vain had he grown old; more numerous than the white hairs on his head were the wise thoughts in his mind. And Ernest had ceased to be obscure. Unsought for, undesired, had come the fame which so many seek. He had become famous beyond the limits of the valley.

College professors, and even the active men of cities, came from far to see and converse with Ernest, and he received them with gentle sincerity, and spoke freely with them of whatever came uppermost, or lay deepest in his heart or their own. While they talked together, his face would brighten, unawares, and shine upon them, as with a mild evening light.

While Ernest had been growing old, God had granted a new poet to this earth. He, too, was a native of the valley, but had spent the greater part of his life in distant cities, pouring out his sweet music everywhere. Neither was the Great Stone Face forgotten, for the poet had celebrated it in a poem. The songs of this poet found their way to Ernest. He read them after his customary toil, seated on the bench before his cottage door. As he read he lifted his eyes to the mountain.

#### 1. Why did the writer say ‘not in vain Grow old’?

- a. Ernest had turned into an old man with wise thoughts.
- b. Ernest had turned into a young man with foolish thoughts.
- c. Both of the above.
- d. None of the above.



**2. What is a mild evening light?**

- a. Earnest's face became dull on seeing the visitors.
- b. The light started to twinkle on seeing visitors.
- c. Earnest's face would brighten and shine upon giving visitors a comfortable glare.
- d. None of the above.

**3. Why wasn't the Great Face forgotten?**

- a. The Great Stone Face was made mortal by Ernest's poem.
- b. The Great Stone Face was made immortal by Ernest's poem.
- c. The Great Stone Face was hiding behind the mountain.
- d. None of the above.

**ANSWERS: 1. (a)      2. (c)      3. (b)**

## **Contributor**

- **Ms. Titiksha Mittal (ARP, English)**  
**Education Department**  
**UT Chandigarh**

## **Reviewer**

- **Dr. Deepika Gupta**  
**Assistant Professor**  
**SCERT UT Chandigarh**

## **Co-ordinator**

- **Dr. Deepika Gupta**  
**Assistant Professor**  
**SCERT UT Chandigarh**

*“Live as if you were to die  
tomorrow. Learn as if you were  
to live forever”*

*- Mahatma Gandhi*

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**राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्**  
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